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caused by the cold weather and the snow. And so the class worked out a common unity for itself in this matter, and agreed that the underlying cause of migration is a change in temperature.

The teacher then asked the children to write up their notes into five paragraphs, taking as a subject for each paragraph one of the five questions. It needs to be said here that all the answers to questions four, five, and six were mere lists of birds, together with their seasons of migration, copied out of the various books; so these had by now been made into one question. This work, however, the children did as a very heavy chore, for they felt that, so far as they were concerned, these questions were quite settled; and the desire to get their notes into presentable literary form was not to them just here a keen desire. They saw in it nothing more than an exercise set by the teacher, and as such they did it.

About this time the grade was due to give a morning exercise for the benefit of the whole school. After talking the matter over, the class decided to present some of the things it had learned about birds. Two considerations guided them: they wanted to be interesting, and they wanted to do something which the kindergarten children could understand; they felt that too many of the exercises went far above the heads of the little children. So they determined that each member of the class should represent some bird—a bird which could be had from the shelves of the school museum—tell a few significant facts about this bird, or perhaps a story, and then ask the kindergarten, or some one of the lower grades, to guess what bird. The bird itself was then to be exhibited to the whole school. Here was a chance for the teacher of English. The children were quite willing to write and rewrite what they were to say in morning exercise, for here they had, strong in their minds, the necessities of their audience.

It had been planned to have as oral reading on this subject Seton-Thompson's "Redruff," from *Wild Animals I Have Known*, and Longfellow's "The Birds of Killingworth," but "Redruff," and the other piecemeal reading they had, proved as much as the class could do in the time.

## SEVENTH GRADE.

(FRANCIS W. PARKER SCHOOL.)

HENRY T. MORTENSEN.

### OUTLINE AND REVIEW FOR FIRST QUARTER.

UP to this time nothing has been printed concerning the work of the seventh grade in the Francis W. Parker School. Much of the work in the different subjects centers upon the arts of bookbinding and printing, as does that of the seventh grade

in the University Elementary School, but it is being worked out quite differently.

*History and geography.*—The guild idea, which is at present a subject of discussion with the arts and crafts societies, is being partially worked out. For various reasons, the arts previously mentioned were selected for this grade. They present, in a different aspect, the same problems as the fifth grade is attempting to work out in its study of our colonial history, and the sixth, in its study of Grecian history. These arts also require a degree of skill and strength not possessed by children much younger than those of the seventh grade. To understand the guilds, their origin, and the period of their existence, the children must study the history of mediæval Europe. This will lead them back to the invention of printing and forward to the present forms of bookbinding.

The pupils have not the skill, at present, to bind books in the regular form, but they will begin by binding a notebook in which to keep a record of what they are doing in cooking. As they become more proficient, they hope to bind books for the other grades, as well as reading lessons and magazines for the library of the school.

The geography of certain parts of Eurasia was demanded as a setting for the work in history. These parts were studied in detail, but the general idea of the structure of the continent, and the relation of this part to the whole, was obtained through the use of sand maps, relief maps, chalk-modeling, pictures, and books.

The seventh grade follows and reports to the school the current events of interest in Eurasia, such as the trans-Siberian railway, Russian occupancy of Manchuria, the adoption by China of western civilization, the progress of Japan, and other subjects of present interest. The current events of Eurasia were chosen for this grade because it was already studying that continent.

Each grade of the school is studying some one of our great national industries and exports. The animal industry was selected for the seventh grade because of its relations to the work of the year. The pupils study hides and their preparation for use in the bookbinding. In their cooking, they study the preparation of the meats for food. A review of the geography of North America will be necessary while the children are studying meats as articles of export.

The children will each tan a piece of leather under the following general directions: Wash the hides first in clear water, and then immerse them for six to ten days in a solution of lime and water. When the hairs have loosened sufficiently, scrape them off. Place the cleaned hides in a bath of tannic acid until the acid has penetrated them. To test whether or not the hides are tanned, cut off a small piece and see whether the freshly cut edge is all of one color. The length of this process depends upon the strength of the

solution used. As this work progresses, accounts of it will appear in the ELEMENTARY SCHOOL TEACHER AND COURSE OF STUDY.

*Nature study.*—Weather maps, recording temperature, winds, rainfall, etc., are being kept. They will help the children in understanding the climate and climatic changes in the parts of the world about which we study.

*Number.*—The number work, up to the present, has been largely to ascertain the abilities of the pupils, and to give individual help to those in need of it. Drill in the processes involved in percentage has also been given, to enable the children to handle the problems that they meet with in their other work.

*Manual training and clay-modeling.*—The manual training and clay-work has consisted entirely of the making of Christmas gifts.

## EIGHTH GRADE.

KATHARINE M. STILWELL.

REVIEW FOR NOVEMBER.

### MATHEMATICS.

THE mathematics in the eighth grade during November consisted in measuring and making drawings to scale of the school-room walls. These drawings are to furnish a basis for the decorative designs to be put upon the walls.

The following plan for teaching was prepared and the work was carried out by Miss Agnes M. Tuttle, a member of the first-year pedagogic class. In teaching, Miss Tuttle has not been able to accomplish all the work planned, as the measurement of the inaccessible distances proved to be a difficult problem for the class and required much time. However, the pupils succeeded in solving it. The work will be continued and the drawings made under the direction of the regular teacher.

### MOTIVE.

The motive of this plan is to supply mathematical data for use in the decoration of the class-room.

### APPARATUS AND MATERIAL.

Paper, pencil, ruler, tape, meter or yardstick, plane-table, alidade, plumb-line, flagpoles, T-square, thumb-tacks, ink, drawing pen, cross-staff or bar.

The plane-table consists of a flat-topped camera tripod, to the top of which a light drawing board is screwed. The alidade is made of a foot-rule